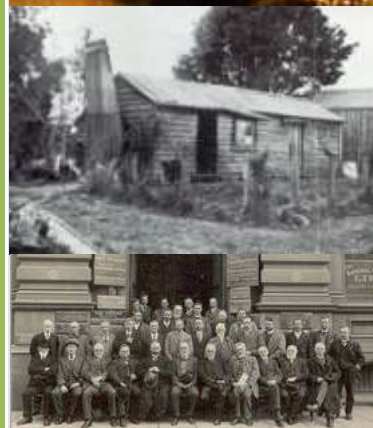


Longburn Primary School

Past Present Future

Rich Learning Unit

To provide a relevant, inquiry-based cross-curricular learning opportunity that sees our students develop deep contextual knowledge, skills and understandings through authentic contexts.



Term Four
2008



We will encourage our students to develop the knowledge, skills, and attitudes to strive towards their greatest potential.

Achievement Objectives

The following are the learning intentions that are guiding our unit.

Level One Learning Intentions

- Understand how the past is important to people. [Social Sciences Level 1]
- Understand how the cultures of people in New Zealand are expressed in their daily lives. [Social Sciences Level 1]
- Take individual and collective action to contribute to environments that can be enjoyed by all. [Health & Physical Education – Healthy Communities & Environments / People and Environment Level 1]
- Understand the nature of technology over time. [Technology – Nature of technology Level 1]
- Describe how natural features are changed and resources affected by natural events and human actions. [Science – Planet Earth & Beyond / Interacting Systems Level 1]
- Recognise that all living things have a certain requirements so they can stay alive. [Science - Living World / Life Processes]

Key Competency

We are learning to...

Participate and Contribute

Each class will explore what this looks like and develop criteria. These criteria will be then gathered to develop a school wide view of “participating and contributing”.

Success Criteria

Staff will record success criteria as they are developed with students.

Areas for possible criteria are...

We are learning to...

Participate.

We will know we have achieved this when we can...

-
-
-
-
-

We are learning to...

Contribute.

We will know we have achieved this when we can...

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-

WALTs:

- Understand about food sources in the past, present and the future through participating in inquiry learning.
- Participate in and contribute to learning about food sources.

Learning Intentions:

- Describe the importance of participating and contributing, in the past as a community, to provide food
- Identify the changes that have occurred in the food industry through an inquiry
- Explain how modern technology has influenced food
- Design and create a food for the future (rich task)

Deeper Understandings:

People worked together to produce food from the land for their community...

Participation in creating a school vegetable garden helps us learn about:

- How to interact with others better
- Cooperate with and contribute to others' well-being
- How plants live, grow and what their needs are
- Skills of tending and looking after live fruit and vegetable

Key Questions:

How does participating and contributing affect the well being of people around us?

Why were people dependent on each other for support?

Why is knowledge of plant life important to maintain and look after plants?

Our environment and community impact on the food that is produced...

Nature and its resources contribute to the type of food that can be grown

- Weather
- Soil
- Plants and seeds
- Peoples skills, values and attitudes

Key Questions:

What role did nature play in the outcome of quality food? Is it the same today? In the future?

Why was knowledge and skills of plants and nature important in the past? Are they as important today? Why?

How could people's views of food affect the change in food production?

Changing nature of food and technology...

Critically reflect on past and present food production to develop understanding of where food might come from and what food might look like in the future

- People continually adapt and modify things, through creativity and technology, to improve their lifestyles

Key Questions:

How can we contribute to food choices in the future?

Learning Intentions and Signs of Success:

Learning Intention: Describe the importance of participating and contributing, in the past as a community, to provide food

Signs of Success...students can:

- Discuss why team work and support for others was essential for survival
- Explain a plants life cycle and how to care for them
- Create a vegetable garden
- Plant seeds and propagate cuttings for a continual food supply
- Work as a team to establish our vegetable garden

Learning Intention: Identify the changes that have occurred in the food industry through an inquiry

Signs of Success...students can:

- Describe how the weather can effect food growth
- Explain how people's views affect food variety and form

Learning Intention: Explain how modern technology has influenced food

Signs of Success...students can:

- Discuss how technology is different now than in the past
- Describe the different technologies that have made food change
- Predict how futuristic technology might change food

Learning Intention: Design and create a food for the future

Signs of Success...students can:

-
-
-
-
-
-

Assessment Tools

Tasks that will show our learning

Knowledge...

- Use their knowledge and understandings to plant, propagate and grow vegetables to sell at the Country Gala
- Continue to maintain and look after our school vegetable garden
- Reflect on their learning of past and present food related technologies to design and create a type of food that could be found in the future

Key Competency...

- Self assessments
- Outcome of vegetable garden

Celebration of Learning

How will we celebrate what we have learned across the term?

- Reflect on the skills and understanding acquired this term, and use this to design and create a food that we could present at our end of year prize-giving.

Resources

What resources do we have or can acquire to support this unit of learning?

National Library

School Library

People – elderly; Grocers; supermarkets;

Te Manawa – Schools in the Past; Food in the Past

<http://www.past-present-future>

<http://www.beaconlessonplanlibrary>

http://www.hist1_OT02LN08

<http://www.sciencenetlinks.com>

<http://nationalgeographicexpeditions.com>

http://www.lessonplanet_pastpresentfuture

Teaching and Learning Sequence

That was then, this is now:

Room 4, Term 4, 2008

Tuning In

To activate prior knowledge and find out what children already know

<p>Exploring <i>Providing children with some key ideas, questions, and resources to explore and develop their questions for inquiry and learning direction.</i></p>	<ul style="list-style-type: none"> • Brainstorm their experiences of past rural/gala days. • Brainstorm some of their memories. • Brainstorm some of the dreams for the future. • Where might they be in 20 years time? • What do they treasure from the past? • Synonyms for past; present; future. <p>From this we have fine tuned the context...</p> <p>Room 4 [Past, Present, Future – Societal Changes. eg school, food Food – favourite food, nana’s food, plants, seedlings, variety of food, future food</p> <ul style="list-style-type: none"> • Examples of contexts from past, present and future. • Video / digital images • Books • Visits to Te Manawa
<p>Developing Foundation Knowledge <i>Activities that work through key base knowledge children need in order to engage in inquiry.</i></p>	<ul style="list-style-type: none"> • Brainstorm ideas about the past, present, future What do they mean? • Introduce Learning Intentions, deeper understandings and develop Signs of Success with children • Discuss ideas about food and if it was the same as today Was food the same? How do you think it was different?
<p>Skills Teaching <i>Looking at key skills children might need for the inquiry process – setting questions, using keywords & information getting skills or skills relevant to context of questions.</i></p>	<p>The main area of development is participating and contributing. What does that mean? Talk about...</p> <ul style="list-style-type: none"> • Teamwork • Valuing others • Roles in groups <p>Discuss and record questions we need to ask Why do you think teamwork was important in the past? Is it still important today? How do we know this? Why is participating and contributing important to us?</p>

That was then . . . The Past: Week 1- 4

Exploration and Investigation

Beginning the inquiry process

Stage One: <i>Deciding what to investigate.</i>	<p>[In the first instance this is going to reflect our Country Gala and the history in our area]</p> <p>Question formulation...</p> <ul style="list-style-type: none"> • Discuss the Country Gala being a traditional event that is part of the past and Longburn School history. • From the information gathered in our brainstorm last term, we have decided to investigate... <p style="text-align: center;">How did people source food in the past?</p>
Stage Two: <i>Searching and finding information.</i>	<p>The gathering of information relating to the question...</p> <ul style="list-style-type: none"> • Books • Te Manawa • People – parents, grandparents, community • Supermarkets and grocers • Photos <p>Discuss key questions to ask resource people: What kinds of food did you eat? Where did you get it from? Who got it for you? Is it the same as food today? How did you store it?</p> <p>Is all food at the supermarket from the Manawatu? New Zealand?</p>
Stage Three: <i>Use and analyse the information.</i>	<p>Using the information they then develop a concept in relation to the medias available at Country Gala Day</p> <ul style="list-style-type: none"> • Stall – Room 4 – seedlings and small plants stall – vegetables and native plants • Photo competition [optional] • Diorama Room 4 – • Calendars – Room 4 – split picture past and present • Baking [optional] • Flower arranging [optional] <p>As Room 4 are planning a plant stall the children need to acquire knowledge, understanding and skills about plants - sowing seeds, a plants life cycle, caring for plants (refer to science unit in planning). This is linked back to the way things were done in the past.</p>
Stage Four: <i>Record important information.</i>	<p>This is the planning stage where they design and gather the resources they need for their Country Gala Day contribution.</p> <p>Knowledge and skills are transferred to the organisation of the plant stall, e.g. stock, set up, rosters, signs, pricing, etc</p>
Stage Five: <i>Present & Communicate the Information.</i>	<p>This is where they will create their Country Gala Day contribution.</p> <p>Present Dioramas, calendars, photos, baking, flower arrangements, Plant stall</p>
Stage Six: <i>Evaluate the Information.</i>	<p>So how did they go? Self reflection/assessment for portfolio.</p> <p>PMI of stall</p> <p>Peer assessment of calendars and dioramas</p>
Creating Stage: <i>If possible, designing, planning, creating, and making an alternative or new solution.</i>	<p>To continue our learning Room 4 will design and create a vegetable garden for our school. This will involve the skills of participating and contributing, as well as, the knowledge learned about seeds and plants.</p> <p>We will also maintain and look after the vegetables as they grow and continue to propagate plants from various cuttings.</p>

This is now – The Present: Week 5-7

Exploration and Investigation

Beginning the inquiry process

Stage One: <i>Deciding what to investigate.</i>	<p>Question formulation...</p> <ul style="list-style-type: none"> • Discuss past three weeks and the learning that has occurred • From the information gathered from “the past” children will investigate... <p>How do people source food in the present?</p> <p>How do we think people might source food in the future?</p>
Stage Two: <i>Searching and finding information.</i>	<p>The gathering of information relating to the question...</p> <ul style="list-style-type: none"> • Books • People – parents, grandparents, community • Supermarkets and grocers • Photos <p><u>Discuss key questions to ask resource people:</u></p> <p>Is all food at the supermarket from the Manawatu? New Zealand?</p> <p>How is food stored?</p> <p>What varieties of the same food can you buy?</p> <p>Why do we package food?</p>
Stage Three: <i>Use and analyse the information.</i>	<p>Analyse the information gathered and use to deepen understanding</p> <ul style="list-style-type: none"> • •
Stage Four: <i>Record important information.</i>	
Stage Five: <i>Present & Communicate the Information.</i>	
Stage Six: <i>Evaluate the Information.</i>	
Creating Stage: <i>If possible, designing, planning, creating, and making an alternative or new solution.</i>	<p>To continue our learning Room 4 will design and create a vegetable garden for our school. This will involve the skills of participating and contributing, as well as, the knowledge learned about seeds and plants.</p> <p>We will also maintain and look after the vegetables as they grow and continue to propagate plants from various cuttings.</p> <p>Design and create a futuristic food type to present at the school’s end of year prize giving</p>